DOCUMENT RESUME

ED 215 070 UD 022 249

TITLE	Project Parents: Awareness, Education, Involvement Program. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE	[81]
GRANT	G008007040
NOTE	42p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education; Elementary Education; English (Second Language); Ethnic Groups; Greek Americans; Hispanic Americans; *Parent Education; *Parent Participation; *Parent School Relationship; Participant Characteristics; *Program Effectiveness; Program Evaluation; Socioeconomic Status; *Spanish Speaking
IDENTIFIERS	Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

ABSTRACT

This report describes the Project Parents Program of the Office of Bilingual Education in the New York City Public Schools. The project, developed for parents with children in, or eligible for, bilingual education programs, provided reinforcement of education in the home and encouraged parental involvement in their children's schooling. The report describes the community school districts participating in the program, outlines the characteristics of program participants, and discusses program components such as staffing, the details of implementation, the insturctional component which consists of classroom instruction and workshops, materials acquisition/development, and staff development. Process evaluation indicates that the project seems conceptually well-grounded and potentially able to train parents in becoming involved in bilingual education programs for their children. Recommendations for greater program effectiveness and for program evaluation are presented. Appendices contain sample program materials in Spanish or in English. (Author/MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215070

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G008007040

Project Number: 5001-42-17609

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

1980-1981

CENTER DIRECTOR:
Ms. Angela Rosario Bazley

PROJECT DIRECTOR:
Ms. Clara Lluberes Ostrowski

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Prepared by the
BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
Sheila Lehman, Consultant

UD 022 249

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

ACKNOWLEDGEMENTS

The production of this report, as of all Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Rima Shore and Armando Cotayo have labored over and edited initial drafts, ensuring that they conformed to O.E.E. standards of scope and style. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. Franco Marinai has patiently reviewed, edited, analyzed, and reported project data. Margaret Scorza has managed the production process, frequently editing and reformatting drafts and assuring that the reports are complete and accurate. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

	PAGE
I. OVERVIEW	1
Participating Program Sites	2
II. CHARACTERISTICS OF PROGRAM PARTICIPANTS	6
III. PROGRAM DESCRIPTION	7
Program Staffing	7
Program Implementation	9
The Instructional Program	10
Materials Acquisition and Development	12
Staff Development	13
IV. CONCLUSIONS	15
V. RECOMMENDATIONS	17
Appendices	19
References	35

Project Parents: Awareness, Education, Involvement Program
New York City Public Schools
Office of Bilingual Education

Central Office:	Center for Staff Development, Supportive and Instructional Services 131 Livingston Street Brooklyn, N.Y. 11201
Center Director:	Angela Rosario Bazley
Project Director:	Clara Lluberes Ostrowski
Participating Districts:	2 Actual/4 Projected
Number of Sites:	3 Actual/9 Projected
Target Languages:	Spanish, French/Creole, Italian, Greek, Chinese
Target Population:	67 Actual/455 Projected
Year of Funding:	First of a Three Year Cycle

I. OVERVIEW

Project Parents was developed as a program of education and involvement for parents with children in bilingual education programs, or eligible for such programs. The focus of the program is on the parents; however its ultimate goal is the enhanced educational achievement of the children. The few studies which have been done suggest that parent involvement in their children's education is correlated with increased student achievement, especially in the early grades (e.g. Dolan 1978; Kifer 1977; Martinez and Cardinas 1980). The need for programs to support such involvement has been an important theme in the work of Ochoa (1964) and is also suggested by the theoretical model and empirical findings of Bronfenbrenner (1980). However, there has been no city-wide program specifically designed to focus on parent participation as part of

a bilingual approach. Moreover, a search conducted by the reference library of Teachers College, Columbia University at the request of the project director found that of the programs for parents nationwide, no program in its entirety addressed parents of language-minority children, who have been historically underserved.

In response to this need, and as an outgrowth of the work of the Staff Development, Supportive and Instructional Services Unit of the New York City Office of Bilingual Education (O.B.E.), Project Parents is intended to build reinforcement of education in the home and to enable and encourage target population parents to participate to the fullest extent, and at all levels of involvement, in their children's schooling. The project is attempting to accomplish this through a structured program of parent classes, workshops, trips, and technical assistance; the development of a Parent Network System; and staff and curriculum development. Classes are conducted in the schools which the parents' children attend, while workshops have in some cases been designed to serve a broader group. The parents receive instruction in English as a second language (E.S.L.) and are prepared for the General Equivalency Diploma (G.E.D.) exam, as well as learning the "School Survival Language" essential for effectively communicating with the educational system. Workshops address a broad range of issues relevant to parent participation.

PARTICIPATING PROGRAM SITES

The program is based at the Office of Bilingual Education of the New York City Public Schools, at 131 Livingston Street, in Brooklyn. In addition, four districts were selected from those which responded to a city-wide invitation to participate: Districts 1 and 3 in Manhattan, Dis-

trict 24 in Queens, and District 13 in Brooklyn. These districts are among those in the city with the highest enrollment of limited English proficiency (LEP) children, including especially those who have not been served by Title VII. Specific schools with a representation of the appropriate linguistic populations were then designated by participating district offices; however in some cases designated schools have been unable to participate because of lack of space for the program or other constraints. In addition, one non-public school has chosen to taken part in Project Parents. Although the original objective of having sites in all five of the city's boroughs could not be met, the program sites are intended to be representative of city schools and to vary considerably in their characteristics. Those sites at which the program has already been implemented will be described below.

It is worth noting here that the central site itself imposes certain constraints on program staff. There is a lack of adequate privacy to work with parents in crisis situations, and to conduct staff meetings. Space is not adequate to store existing materials or to establish a resource center. A nearby demonstration kitchen has been pressed into service both for materials storage and for staff training, but a better arrangement is needed.

Community School District 1

Community School District 1 in the Lower East Side section of Manhattan was the first site in which the program was implemented. This is a lower income area whose once mainly Jewish and Italian immigrant population has been largely replaced by Hispanic, American black, and Chinese families. Of the limited English proficiency children and their

parents served in this district, 100 percent are of low income status and all are Spanish-speaking. The district has the lowest level of reading achievement of all districts in New York City.

The two schools involved are P.S. 142, a new school of innovative circular design, and P.S. 188, an older school only a few blocks away, but in a somewhat better neighborhood environment -- not directly in the shadow of the elevated subway tracks, and with housing in better condition. According to the project staff, and the principal of P.S. 142, in many cases a parent or other member of a child's household has a history of violent behavior, mental disorder, substance abuse and associated criminal activities, or another severe problem. Such family patterns are reported to be much less frequent at P.S. 188. However, neither school has experienced a satisfactory degree of parent participation in the past. P.S. 142 now has a Title VII bilingual program while P.S. 188 has never had one.

Community School District 24

In Community School District 24, including the Elmhurst and Corona sections of Queens, the program has been initiated, although not fully implemented, at one school (P.S. 14). This district has experienced the largest growth in pupil population of any of the 32 school districts since 1970. A diverse area of primarily upper working class and lower middle class families, the district has seen a recent influx of Hispanic and Oriental students, as well as those from the Indian subcontinent. In the area around the school being served, however, many families of Greek and some of Italian descent are also represented.

Of the LEP children and parents to be served in this district, the project staff states that none are of low income status. Parent participation at P.S. 14 has been relatively high; however, parents with lower levels of English language skills have not participated fully, or, in some cases, even minimally. The Title VII bilingual program here is in its last year; next year there will be an Aspira program. Children of Greek descent have been able to study their native language and culture at the neighborhood Greek school, in classes held after regular school hours.

II. CHARACTERISTICS OF PROGRAM PARTICIPANTS

Parents of LEP children in grades kindergarten through four have been given priority for participation in Project Parents. Although the original proposal called for participation by parents of children in grades K-6, it was felt that families with children in the lower grades would be less likely to have both parents working, and more likely to continue in the project over its three-year span, so that impact could be better assessed. Children are defined as being of limited English proficiency if they score at or below the 20th percentile on the Language Assessment Battery (LAB), or more than one and one half years below grade level on the 1981 New York City Reading Test. Alternatively, those currently participating in a Title VII bilingual program qualify as LEP children.

Parent participants are a self-selected group of persons who are motivated to improve their involvement in their children's education, or at least wish to acquire English language skills and, perhaps, a high school equivalency diploma. However, their skills and educational backgrounds vary. Almost all are immigrants. Some have received as little as a third-grade education in their native country, while others are high school graduates, and highly literate in their native language. Some have considerable oral fluency in English, although English language reading skills levels tend to be low and writing skills negligible. Some are completely without English. Almost all participants at this time are women, with the exception of two men enrolled in a G.E.D. class, and some workshop participants. It is also worth noting that some of the parents are very young, only barely beyond their teens.

III. PROGRAM DESCRIPTION

PROGRAM STAFFING

As proposed, central staff members are providing services to the sites, both centrally and in the participating schools. Four para-professionals paid by Title VII will support the instructional process at the sites when the program is implemented in all four districts, and will also participate in staff activities at the central location one day each week.

The Title VII staff positions and responsibilities are shown in Table I, below.

Table 1. Title VII Program staff: responsibilities and scheduling.

Program Director (1) Directs all program activities/establishes priorities. Supervises all personnel. Plans for staff training and development. Develops and refines evaluation strategy. Maintains liaison with superintendents, supervisors, and principals, O.B.E., city agencies, etc. Conducts workshops for parents. Maintains awareness of relevant research and action projects through attendance at conferences, etc. Responds to telephone requests from parents with major problems.	At central site: 3 days In field: 2 days Note: This schedule may vary from week to week. The director regularly works overtime hours in order to fulfill her dual unit head/program director role.
Resource Specialist/Assistant Director (1) Coordinates implementation of program activities. Assists in staff hiring, training, and development. Conduct workshops for parents. Acquires and reviews materials for resource center. Responsible for budget implementation and accounting. Replaces director at meetings when necessary. Replaces teacher if absent. Responds to telephone requests from parents.	At central site: 3 days In field: 2 days Note: This schedule may vary from week to week, and may change in the future.

Table 1. Title VII Program staff: responsibilities and scheduling.

(continued)

Resource Teachers (2)	
Selects and obtains appropriate instructional materials. Develops additional materials and testing instruments as needed. Provides instruction to students, and evaluates this progress. May conduct parent workshops together with director or assistant director. Supervises work of assigned paraprofessional. Note that of four such positions funded, two have been filled so far, one by a licensed bilingual teacher, and the other by an educational assistant who is serving as a teacher. This person has a B.A. degree in Bilingual Education. An additional resource teacher, with Chinese language capabilities, participated in the program this year, and will be a resource teacher in 1981-82.	Within district At site 1: 2 days site 2: 2 days At central site: 1 day
Paraprofessionals (1)	
Assists the teacher: corrects homework, works with individual students, and takes attendance. Note that four positions have been funded but only one filled so far. This paraprofessional has earned a B.A. and is enrolled in a master's program. She has worked extensively with parents and has a special interest in special education students in bilingual programs.	Within district At site 1: 2 days At site 2: 2 days At central site: 1 day
Bilingual Secretary (1)	
Performs secretarial and clerical functions including production of materials, correspondence, time-sheet processing, etc.	At central site: 5 days

PROGRAM IMPLEMENTATION

As 1980-81 was the first year of the program, implementation was the major focus of staff activity. According to the program director, the full functioning of the program was delayed due to multiple factors, including the late receipt of funding (November 1), problems of identifying appropriate staff at the salary levels funded, late release of teachers (February), and space problems which arose at intended sites. At present, the program has been implemented at two sites in one district, and initiated at one site in a second district, as indicated above. In addition, beginning in December, workshops were given for a city-wide Title VII audience, and later for parents participating in District 1. (As the program is fully implemented at its intended sites, these workshops will be given twice a month in each school, mainly for project participants, although they will remain open to others).

After the initial process of identifying potential participating sites, staff members of Project Parents met with district superintendents, principals of schools, and bilingual classroom-teachers on various occasions in order to introduce the program, and to explain the services to be offered. The first meetings with the principals of the District 1 schools were held in late February. By mid-March the process had begun in both schools, and actual classes were held by the beginning of April.

Meetings with the Bilingual Education Service Center (B.E.S.C.) staff at Hunter College and C.W. Post College were also held, since the B.E.S.C. will provide services to Project Parents participants. The B.E.S.C. is university based, while Project Parents is school based -- therefore careful articulation is felt to be needed.

Recruitment of parents was done via a letter introducing the program and a pre-registration form, both in which ever language was appropriate, which were sent home with the children. Parents who pre-registered were then informed of the date and place of registration. At registration itself, demographic and educational information was recorded. Beginning in September, 1981, a bilingual program needs assessment will also be completed by parents, as well as by school personnel and others. Forms developed by Project Parents for these purposes are included in Appendix A.

In District 24, an outreach program is now underway to increase registration by Greek-speaking parents. The program will be publicized through church and other Greek community organizations.

During the implementation process, Project Parents has somewhat narrowed its focus from that of the original proposal, without any change in its basic thrust. For example, instead of grades K-6, it will now concentrate on parents of children in grades K-4, as indicated in the participant characteristics section above. Also, since no parents of Italian ethnicity have registered for the program, it is now uncertain whether this language group can be served. Finally, the broad-based, city-wide approach of the project's formative stage will no longer be appropriate, and a site-based focus is already more evident.

THE INSTRUCTIONAL PROGRAM

The Project Parents instructional program has two major components: classroom instruction, and workshops. Participating parents may attend either one or both of the classes offered (E.S.L. and G.E.D. preparation) and also may attend the workshops. Participation in work-

shops only is also possible. However, the two classes and the workshop program form a coherent whole; optimally parents would attend one or both classes and workshops.

Within the classroom, the instruction is as individualized as possible. Each parent is assessed by diagnostic tests (see Appendix C) to determine the level of preparation. In addition, there is a para-professional in each classroom, who works with students on a one-to-one basis, or in small groups. Mathematics and English language content are taught in an integrated fashion with the organizing focus always being participation by parents in the education and development of their children.

In one E.S.L. class observed by the evaluator, students read aloud from No Hot Water Tonight. This text by Jean Bodman and Micheal Lanzano, portrays ethnically mixed characters, and has an urban survival skills approach and vocabulary which parallels the project's school survival skills concept. The selection concerned a family's decision to shop for new furniture -- thus math was easily incorporated, as well as a discussion on the pros and cons of using credit. The value of careful questioning of the salesman and confidence in oneself in this situation was also communicated. The entire discussion was in English, except for the teacher's explanation of subtle differences between similar English language words. Students are discouraged from using Spanish even to talk among themselves in this class.

During the class, plans were made for a field trip to the Board of Education, where parents were to meet with Office of Bilingual Education and other staff. Also discussed was a recent trip to the local library, during which both parents and their children had obtained cards. The importance of reading with one's children was stressed, and experiences

with doing so were explored. Again, the discussion was almost entirely in English: when students lapsed into Spanish, the teachers would laugh and remind them to "speak English," helping them to find the proper words if necessary. While this was taking place, the paraprofessional checked homework -- in this case a written composition describing the student's home. In this class, homework is assigned for each meeting, and often includes such writing exercises. Mathematics homework distributed that day included a duplicate copy for the children's use. The teacher commented that class members use such duplicate copies to teach their husbands and friends as well as their children and themselves.

Workshops are intended to complement classroom experience, and to allow more focused attention to particular parent participation issues -- which may be identified either by Project Parents staff or by the parents themselves. Parents are encouraged to suggest topics for future workshops (see Appendix B, Form for Selection of Topics for Parent Workshops.) Some workshop titles this spring included: Understanding the promotional "Gates"; Following Your Child's Progress in School; Bias and Stereotyping in Bilingual Education; What is Bilingual Education?; Bilingual Education for Special Students; and Parental Involvement in the Educational Process. Workshops are presented bilingually, with materials and discussion in both English and the native language of the audience. Materials for a workshop in Parental Involvement in Education and School are shown in Appendix C.

MATERIALS ACQUISITION AND DEVELOPMENT

Much of the work of the project staff this year has been directed toward the acquisition, evaluation, and selection of appropriate materials

for the project's parent population. In some cases it was necessary to create or translate instructional materials, especially for the smaller language groups for whom commercial materials are scarce and may be obsolete. Workshop materials also have been translated from Spanish into Greek. A Chinese language consultant has been working with the project, but so far Spanish and Greek materials have received most attention.

It is considered specially important that materials be excellent, current, and relevant to the urban experience of the parent population. An effort has been made to ensure, for example, that materials will reflect the socioeconomic range of the community in which they are used. Thus No Hot Water Tonight, mentioned above, was selected for schools on the Lower East Side of Manhattan, but would not be used in Queens, with a more middle class population. Another text chosen, Repaso Matematico by Edwin I. Stein, has an attractive side-by-side Spanish-English format. Since the program has not been fully implemented in more than one district, and not all funded positions have been filled, final decisions about materials to be used have not been made for language groups other than Spanish and Greek.

STAFF DEVELOPMENT

Staff development is an ongoing process for Project Parents. Because of the program's innovative nature, frequent staff meetings are particularly important. These are held every week at the central site in order to share experiences, problems and solutions, and relevant strategies and materials. All staff members agree on the value of these meetings and the flexible exchange of teacher/learner roles which occurs. In this context, those joining the project team are thoroughly oriented

to both the project and their role within it before actually beginning their work, and staff continue to grow within their respective functions.

An important staff developmental activity is planned for the summer, when Project Parents will co-sponsor with the Fordham University Graduate School of Education an Institute on "Strategies for Teaching Adults." This institute is intended to provide participants with a variety of strategies, methods, and techniques for instructing parents in specified New York City environments. One major focus will be on cognitive development in the adult life span; another will be the relation of adult cognitive levels to complementary teaching/instructional methods -- specifically those effective in training and academic workshops, technical assistance to individual and small groups of parents, and informal information sessions. Selections from the work of Malcolm Knowles, Cyril Houle, and Paolo Freire will be part of the Institute curriculum.

In addition to the above activities, one teacher and one paraprofessional are enrolled in graduate degree programs in the fields of special education and bilingual education, and one teacher is studying adult education.

IV. CONCLUSIONS

The conclusions of the evaluator must be process-oriented due to the late and still incomplete implementation of the program and the concomitant absence of empirical data.

The project seems conceptually well grounded, and potentially able to fill a genuine need for parent participation, training, and support. The effort to achieve exemplary status, and to make the program a resource for the entire bilingual community is accordingly of great value.

The preparatory work done by the staff is commendable. Implementation has been done in a sensitive, well-organized, and thorough manner, although more slowly than would have been desirable. The classroom sessions and workshops observed were handled in a manner consistent with the aims and goals of the program as stated in the proposal. The enthusiasm and intelligence of the staff, and its ability to function well as a unit were in evidence throughout.

Although not included in the proposal, the need has been identified for school administrators and teachers to work well with participating parents. The fulfillment of this need may be instrumental in the full realization of the project's potential.

To date, not enough attention has been given to a comprehensive evaluation plan, especially in respect to linkage between parents and their children. No baseline data has been collected, nor data formats developed,

steps which could have been taken even though the project has not yet been fully implemented.

With more attention to a few specific problem areas, this has the potential to be an outstanding program.

V. RECOMMENDATIONS

1. While recognizing the many factors which slowed the implementation process in Project Parents' first year, it is recommended that all possible effort be directed to implementation of the program in the remaining districts as quickly as possible, including selection of personnel for all funded positions.

2. As recognized by project personnel, there is a need to focus in on the specific program sites, rather than attempting to address a city-wide audience as well. This narrower focus, and also a greater use of B.E.S.C. resources, will eliminate the extra hours worked by program staff.

3. In filling the need for involvement of school administrators and classroom teachers at local sites, it is recommended that appropriate strategies be developed within the existing program, to the extent possible. For example, scheduled school functions, newsletters, and other means might be used to develop positive interaction, and increase understanding of parent participation issues. It is recognized that this was not included in the original proposal and that to accomplish it will require additional resources as well as approval from the funding source.

4. As the program develops beyond its formative stage, a more refined and comprehensive evaluation plan is essential. This should address the differential effects of classroom instruction and workshop participation. Such a plan should also link parents to their children, as well as measuring the academic performance of the children as a group, and the parents' academic achievement and participation.

5. An alternative space for the central site of the program might be advisable. The present space is crowded, lacks privacy, and is not appropriately furnished for the needs of the staff.

6. The effort to serve the smaller language groups, which have been traditionally underserved, is an important strength of Project Parents. It is recommended that present outreach efforts be continued and intensified to ensure that this aspect of the program be maintained.

APPENDICES

Name: (Nombre) School: (Escuela)

I am a parent, teacher, aide, principal, coordinator, other.
Soy padre/madre, maestra, ayudante, principal, coordinador, u otro.

1. What do you feel is the most important thing for the Bilingual Program in your school to accomplish?
   En su opinión, ¿Cuál debe ser el objetivo más importante del programa Bilingue en su escuela?

2. How should this be accomplished?
   ¿Como se debe llevar esto a cabo?

3. How would you know if it had been accomplished?
   ¿Como sabría usted si este objetivo se ha realizado?

4. Please list other activities, events, or ideas that you feel the Bilingual Program should consider and indicate when you think these activities should take place.
   Favor de indicar otros acontecimientos, actividades o ideas que usted crea el programa Bilingue debe considerar e indique cuando deben llevarsé a cabo estas actividades.

5. If you attended our meetings last year, what parent activities did you especially find informative.
   What activities would you like to be involved in this year?
   Si usted asistió a reuniones del Comité anteriormente, ¿qué actividades para padres usted encontró especialmente informativas?
   ¿En cual(es) actividad(es) a usted le gustaría participar este año?

Exhibit - 1

NEEDS ASSESSMENT - PARENTS

School _____ District ___ Child's Age _____ Grade _____ Bilingual Class Yes___ No ___

Language/s spoken in home _____

Knowledge of English (Check which apply) Speak ____ Understand ___ Read ___ Write ___

Have you spoken to and/or met with any of the following persons in your child's school this year?

	No	Spoken to (Briefly)	Met with	How Often?
Principal				
Asst. Principal				
Guidance Counselor				
Classroom Teacher				
Other Teachers				
School Secretary				
Cafeteria Worker				
Other Parents				

How many of the following have you attended this year?

	Yes	No	How Often How Many?
Parent/Teacher Conference Fall			
Parent/Teacher Conference Spring			
PTA/PA Meetings			
School Cultural Activities			
Community School Board Meeting			
Community School Board Voting			
Class/School Trip			
Parent Workshops			

Are you interested in attending classes for parents given in your child's school?
Yes ____ No_____

If Yes, morning ____ afternoon ____ nights _____ Saturday _____

ESL_____ H.S. Equivalency _____ Native Language Speaking _____ Native Language Writing _____ Native Language Reading_____ Native Language

Citizenship Training _____ Other (please specify) _____

Other Comments: _____

Name: _____

Address: _____

Zipcode: _____

Telephone: _____

Clara Ostrowski
Unit Head
Supportive Services
Office of Bilingual Education

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR
ANGELO GIMONDO
DEPUTY DIRECTOR
CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
ANGELA R. BAILEY
CENTER DIRECTOR

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

TOPICS FOR PARENT WORKSHOPS

1980-1981

PLEASE SELECT THREE TOPICS IN WHICH YOU WOULD WANT WORKSHOPS.

- 1. New York City Promotional Policy (Promotional Gates).
- 2. Parental Involvement in the Educational Process.
- 3. Parent/Teacher Conferences.
- 4. How to Improve Your Parents Association.
- 5. What is Bilingual Education?
- 6. Parents' Rights: Children in Special Education,
- 7. Following Your Child's Progress in School.
- 8. Parents - Adolescents' Communication.
- 9. Educational Resources in Your Community and in New York City.
- 10. How to Help Your Child in Reading.
- 11. The Effects of Television on Children.
- 12. Parent High School Equivalency Diploma and Adult Education Programs.

Others: _____

_____

_____

_____

131 LIVINGSTON STREET • ROOM 901 • BROOKLYN, NEW YORK 11201 • 596-8948

PROYECTO PADRES: CONCIENCIA, EDUCACION, PARTICIPACION

Lista De Verificación Para
Que Los Padres Evaluen Las Escuelas

Las diez preguntas que siguen destacan algunos de los factores que influyen la buena enseñanza y un aprendizaje eficaz. Una respuesta positiva a todas estas preguntas indican que los estudiantes están aprendiendo a toda capacidad. Una respuesta negativa a cualquier pregunta indica que usted debe interesarse sobre la calidad de la educación que están recibiendo los niños.

	Si	No	
1.	O	O	¿Incluyen los cursos de estudio (currículo) requisitos en todas las asignaturas básicas como inglés (lectura, escritura, literatura y el arte de hablar), matemática, ciencia, historia, gobierno, geografía, idiomas, arte y educación bilingüe?
2.	O	O	¿Se da tarea/asignación regularmente y es ésta calificada?
3.	O	O	¿Están claramente definidas las normas de promoción de grado y de graduación?
4.	O	O	¿Está usted satisfecha/o con el éxito académico existente en la escuela?
5.	O	O	¿Dan los maestros ayuda especial con los problemas académicos y personales?
6.	O	O	¿Ha publicado la escuela afirmaciones con respecto a su expectativa sobre la facultad y los estudiantes?
7.	O	O	¿Son los padres informados acerca de los problemas de disciplina de sus hijos?
8.	O	O	¿Tiene la escuela un manual para padres?
9.	O	O	¿Instruye la escuela a los padres sobre el uso y abuso de los exámenes?
10.	O	O	¿Recibe usted suficiente información de la escuela y de la junta escolar comunal?

Fuente de información: Desconocida

Check List for Parents to Evaluate Their Local Schools

These ten questions highlight some of the factors that matter for good teaching and sound learning. A "Yes" answer to all the questions indicates that students are probably learning to capacity. A "No" answer to any one question means that you should be concerned about the quality of your school.

	Yes	No	
1.	O	O	Does the curriculum include requirements in all the basic subjects such as English (including reading, writing, literature, and speech), mathematics, science, history, government, geography, foreign languages, the arts and bilingual education?
2.	O	O	Is homework regularly assigned and checked?
3.	O	O	Are the standards for promotion and graduation clearly defined?
4.	O	O	Are you satisfied with academic achievement in the school?
5.	O	O	Do teachers give special help on academic and personal problems?
6.	O	O	Has the school published statements of expectations for the conduct of staff and students?
7.	O	O	Are parents notified of discipline problems with their children?
8.	O	O	Does the school have a handbook for parents?
9.	O	O	Does the school teach parents about the uses and abuses of standardized testing?
10.	O	O	Do you receive enough information from the school and from the school board?

SOURCE: UNKNOWN

CONFERENCIA SOBRE LIDERATO PARA LOS PADRES HISPANOS

3 de mayo de 1981

Auspiciado por el Centro de Servicios a la Educación Bilingüe de Hunter College -C.W.Post conjuntamente con el Negociado de Educación Bilingüe del Departamento de Educación del Estado de Nueva York y la Oficina de Educación Bilingüe de la Junta de Educación de la Ciudad de Nueva York

Materiales desarrollados por el Comité Nacional para la Educación de la Niñez de Maryland

LA CARTA DE DERECHOS DE LOS PADRES

Docientos años después de firmarse la Constitución de los Estados Unidos, los ciudadanos de Filadelfia formularon su propia Carta de Derechos, como padres de los niños en las escuelas.

El documento propone que los padres tendrán el derecho a:

1-...ser tratados con cortesía por parte de todos los miembros del personal escolar.

2-...inspeccionar el expediente acumulativo de su hijo o hija y remover del mismo cualquier información falsa o errónea de acuerdo a las normas que establecen los derechos de los padres y que protegen los derechos de los maestros.

3-...visitar las escuelas y las clases, luego de informar al principal sobre la visita de acuerdo a las normas que establecen los derechos de los padres y que protegen los derechos de los maestros.

4-...recibir información acerca de los requisitos académicos de cualquier programa escolar.

5-...recibir información acerca de las normas escolares y las decisiones administrativas.

6-...recibir información acerca de los procedimientos aprobados para lograr cambios en las normas escolares y para apelar decisiones administrativas.

7-...recibir información acerca de todos los programas de educación especial.

8-...apelar la decisión escolar de asignar a su niño o niña a un programa especial, de acuerdo a las normas escolares.

9-...que se haga todo lo posible por parte del personal escolar para asegurarse de que los padres reciban todos los anuncios importantes y mensajes que vengan de la escuela.

10-...participar en las conferencias importantes entre padres y maestros para discutir el bienestar y progreso de su niño o niña.

11-...protección razonable para su niño o niña contra daño físico mientras esté bajo la autoridad escolar.

12-...organizar y participar en las organizaciones exclusivas para padres.

13-...recibir ayuda de parte del personal escolar para mejorar y adelantar el progreso de su niño o niña, lo cual incluye, pero no está limitado a, servicios de asesoramiento, servicios tutoriales y programas de remediación, y también información sobre servicios académicos y sociológicos dentro y fuera del distrito escolar.

14-...un programa basado en un día escolar completo para sus hijos de acuerdo al número de horas y días establecidos por ley.

15-...participar en el planeamiento y la programación cuando sean necesarios los cambios.

16-...recibir información acerca de los procedimientos, la información y los datos pertinentes necesarios para seleccionar debidamente y emplear administradores, principales, maestros y demás personal escolar.

17-...recibir información acerca de los servicios que se ofrecen y tener acceso a la información que permite a los administradores y principales a llevar a cabo sus oficios, poderes y obligaciones.

18-...ayudar a entrevistar candidatos/as, y participar en el proceso de seleccionar principales.

19-...participar en la evaluación de la facultad de acuerdo a las normas establecidas y aprobadas por la Junta Escolar, tomando en consideración que la responsabilidad de la evaluación final esta en manos del principal.

20-...ser respetados como individuos, sin importar raza, religión, origen nacional, posición ecónomica, sexo o edad.

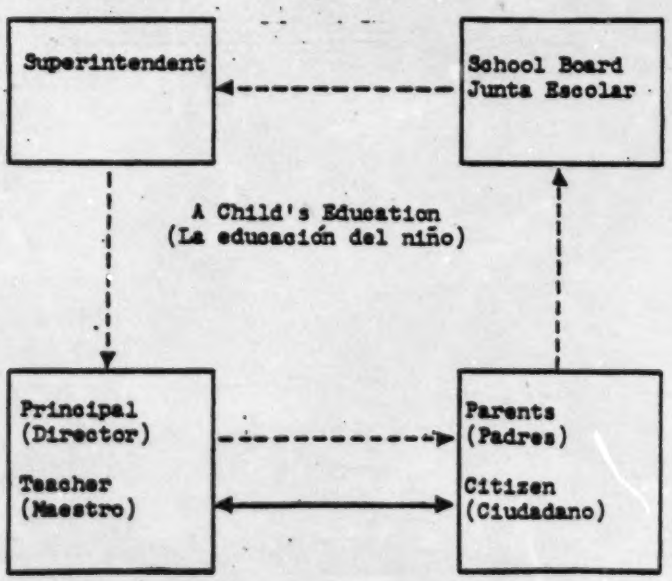
21-...iniciar procedimientos legales respecto a quejas, con el derecho de apelación en corte.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM.

LOS PADRES TIENEN UN LUGAR MUY DEFINIDO DENTRO DEL SISTEMA BUROCRÁTICO EDUCATIVO. LAS ESCUELAS OFRECEN SERVICIOS BASADOS EN REGLAMENTOS O LEYES MUNICIPALES, ESTATALES Y FEDERALES. LA BUROCRACIA ES UN COMPONENTE MUY IMPORTANTE EN UNA DEMOCRACIA.

LOS PADRES COMO PAGADORES DE IMPUESTOS:	LOS PADRES PAGAN POR LOS SERVICIOS EDUCATIVOS QUE RECIBEN LOS NIÑOS.
LOS PADRES COMO VOTANTES:	LOS PADRES ELIGEN JUNTAS ESCOLARES LAS CUALES DESARROLLAN PRACTICAS EDUCACIONALES QUE SON IMPLEMENTADAS POR LOS SUPERINTENDENTES ESCOLARES, ADMINISTRADAS Y ENFORZADAS POR LOS DIRECTORES DE ESCUELAS Y PUESTAS EN PRACTICA POR LOS MAESTROS.
LOS PADRES COMO CIUDADANOS:	LOS PADRES PUEDEN CABILDEAR UNA JUNTA ESCOLAR PARA CAMBIAR REGLAMENTOS EXISTENTES O CREAR NUEVOS REGLAMENTOS.
LOS PADRES COMO CLIENTES:	YA SEA COMO INDIVIDUOS O EN GRUPOS COMO MIEMBROS DE CONCILIOS CONSEJEROS, LOS PADRES PUEDEN PARTICIPAR EN LA CREACIÓN DE REGLAMENTOS Y TAMBIÉN ASEGURARSE DE QUE LOS REGLAMENTOS EXISTENTES SON LLEVADOS A CABO.

RELACIÓN ENTRE LOS PADRES Y EL SISTEMA EDUCATIVO.



ES IMPORTANTE Y NECESARIO REFLECCIONAR Y CONSIDERAR QUE TIPO DE PARTICIPACIÓN ES DESEADA Y QUE PASOS PUEDEN HACER UNA REALIDAD ESTA PARTICIPACIÓN.

(IT IS HELPFUL AND NECESSARY TO STOP AND CONSIDER WHAT KIND OF INVOLVEMENT IS DESIRED AND WHAT STEPS CAN BRING IT ABOUT.)

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

ORGANIZACIONES EXISTENTES EN UNA ESCUELA

1. ASOCIACIÓN DE PADRES (P.A.)

2. ASOCIACIÓN DE PADRES Y MAESTROS (P.T.A.)

3. COMITÉS: DE NUTRICIÓN
DE AYUDA
DE BIBLIOTECA
DE SELECCIÓN DE TEXTOS, ETC.

ORGANIZACIONES EXISTENTES EN LA ESCUELA O DISTRITO ESCOLAR

1. CONCILIO CONSEJERO DE PADRES (PAC) DE PROGRAMAS FEDERALES:

TÍTULO I (PARTE DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA DE 1965)	EXTIENDE Y MEJORA LOS PROGRAMAS EDUCACIONALES PARA NIÑOS CON NECESIDADES EDUCATIVAS ESPECIALES QUE PROVIENEN DE FAMILIAS POBRES.
TÍTULO VII (LEY DE EDUCACIÓN BILINGÜE DE 1968 Y PARTE DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA)	LOS NIÑOS QUE VIENEN DE HOGARES EN DONDE SE HABLA UN IDIOMA QUE NO SEA EL INGLÉS, TIENEN DERECHO A UNA EDUCACIÓN EN EL IDIOMA QUE PUEDAN ENTENDE

SE LE REQUIERE A CADA ESCUELA O DISTRITO QUE RECIBA FONDOS FEDERALES BAJO EL TÍTULO I Y EL TÍTULO VII QUE ESTABLEZCA UN COMITÉ O CONCILIO CONSEJERO DE PADRES PARA ASISTIR EN LA PLANIFICACIÓN, IMPLEMENTACIÓN Y EVALUACIÓN DE ESTOS PROGRAMAS.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

PARTICIPACIÓN DE LOS PADRES/PARENTAL PARTICIPATION

ESTUDIO LLEVADO A CABO POR LA SYSTEM DEVELOPMENT CORPORATION DE SANTA MONICA, CALIFORNIA, SOBRE LA PARTICIPACIÓN DE PADRES EN CUATRO PROGRAMAS FEDERALES DE EDUCACIÓN, ENTRE LOS AÑOS 1979 A 1981 Y SUBSIDIADO POR EL DEPARTAMENTO DE EDUCACIÓN DE LOS ESTADOS UNIDOS.

RESULTADOS:

PROGRAMA/PROGRAM	POR CIENTO DE PARTICIPACIÓN DE LOS PADRES/PERCENTAGE OF PARENTAL PARTICIPATION
1. FOLLOW THROUGH	92%
2. TÍTULO VII - LEY DE EDUCACIÓN BILINGÜE	83%
3. TÍTULO VI - DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA	78%
4. TÍTULO I - DE LA LEY DE EDUCACIÓN ELEMENTAL Y SECUNDARIA	62%

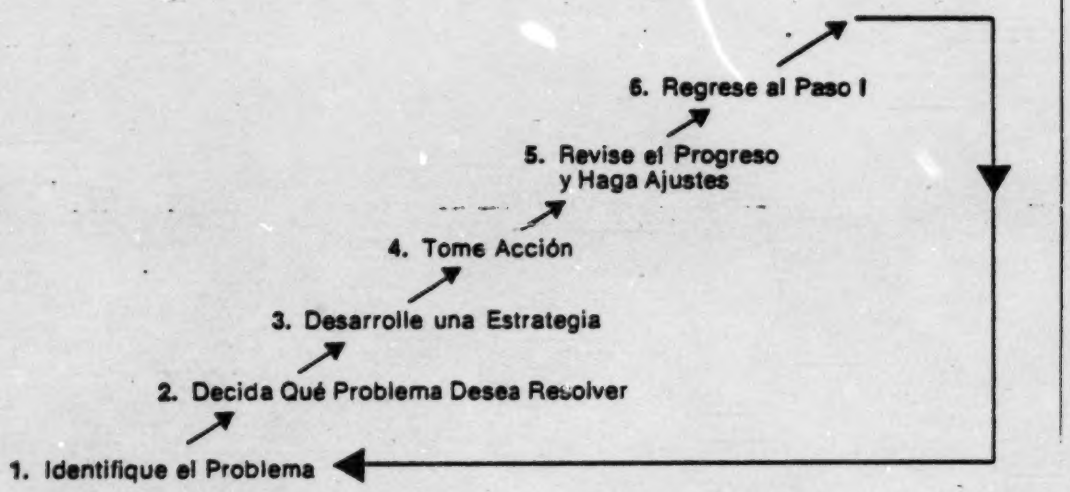
RECOMENDACIONES DE LA SYSTEM DEVELOPMENT CORPORATION:

1. LA LEGISLATURA Y LAS REGULACIONES DE ESTOS PROGRAMAS DEBEN HACER HINCAPIÉ EN LA PARTICIPACIÓN DE LOS PADRES.
2. LAS REGULACIONES QUE RIGEN ESTOS PROGRAMAS DEBEN SER MÁS ESPECÍFICAS RESPECTO A CUAL ES LA FORMA DE PARTICIPACIÓN MAS DESEADA Y A LA VEZ DEBEN PROVEER ALGÚN ESTÍMULO PARA LA FORMA DE PARTICIPACIÓN DESEADA.
3. SE DEBEN PROVEER FONDOS ADECUADOS PARA ACTIVIDADES ESPECÍFICAS.
4. SE DEBE PROVEER UN CONTROL DE LAS ACTIVIDADES ESPECÍFICAS.

TOMADO DE: Citizen Action in Education
Institute for Responsive Education
Vol. 8, No. 1, April 1981.

SEIS PASOS PARA OBTENER RESULTADOS CUANDO LOS PADRES DESEAN INFLUENCIAR LAS DECISIONES DE LA ESCUELA.

Seis Pasos Para Obtener Resultados


6. Regrese al Paso I
5. Revise el Progreso y Haga Ajustes
4. Tome Acción
3. Desarrolle una Estrategia
2. Decida Qué Problema Desea Resolver
1. Identifique el Problema

Tomado de: Trabajando con su escuela. Manual de los Comités Consejeros de Texas y de Nuevo México preparado para la Comisión de Derechos Civiles de los Estados Unidos.

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

PUNTOS QUE LOS PADRES Y MADRES LIDERES DEBEN RECORDAR Y CONSIDERAR CUANDO DESEAN INFLUENCIAR LAS DECISIONES DE LA ESCUELA

COSAS QUE DEBE RECORDAR

En este capítulo hemos cubierto muchos puntos y ahora nos gustaría revisar algunos de ellos con usted.

1. Haga la tarea que le corresponde en su hogar
   - ¿Con quiénes está usted trabajando?
   - ¿Cuál es su autoridad?
   - ¿Cuál es su historial de clasificaciones por habilidades?
   - ¿Quiénes son sus amistades y quiénes los apoyan?
   - ¿Qué los motiva?
   - ¿Cuáles son los hechos?
   - ¿Cuáles son los antecedentes del problema?
   - ¿Qué impacto tendrían sus recomendaciones?
   - ¿De cuánto tiempo dispone usted?
   - ¿Cuándo es el mejor momento para actuar?
   - ¿Quiénes lo apoyan a usted ahora?
   - ¿Quiénes se oponen a usted y por qué?
   - ¿Quiénes le brindarían su apoyo si usted les diera atención especial?
   - ¿Quiénes se opondrían a usted bajo ciertas circunstancias?
   - ¿Quiénes pueden hacer las decisiones que usted desea?
   - ¿Qué otros problemas o asuntos podrían surgir como consecuencia de sus esfuerzos?
   - ¿Qué haría usted si sus primeros esfuerzos fracasaran?
   - ¿Cuáles son los asuntos legales?
   - ¿Por qué está usted dispuesto a aceptar si no puede conseguir todo lo que desea?
   - ¿Cuáles son sus puntos débiles y los fuertes?
   - ¿Qué desea usted realizar (objetivos)?
   - ¿Qué piensa usted hacer primero (prioridades)?
2. Comuníquese
   - Asegúrese de que todos en su grupo saben lo que está sucediendo.
   - Asegúrese de que los oficiales escolares entienden el fin que usted persigue.
   - Establezca un sistema para comunicarse con la gente dentro de poco tiempo.
3. Desarrolle una estrategia
   - Planee lo que vaya a hacer.
   - Estudie diferentes maneras de hacer las cosas.
   - Decídase a usar una de esas formas.
   - Tenga un plan alternativo a mano, por si la estrategia escogida no trabaja.
   - Si usted cambia su estrategia, asegúrese de que todos los que están con usted conocen el cambio y lo entienden.
   - Sea flexible cuando sea posible, firme cuando sea necesario.
   - Identifique los puntos de presión—¿en dónde puede aplicar presión para conseguir una respuesta sin gastar mucha energía, recursos y tiempo?
4. Haga las cosas con entusiasmo y haga lo más que pueda
   - Usted deberá querer hacer cosas y no ser un participante sin empeño.
   - A menos que usted no haga lo más que pueda, no puede pedirles con toda honestidad a los oficiales escolares que hagan lo más que puedan.
   - Tenga paciencia; a veces es mejor esperar por los resultados.
   - Asegúrese de que los detalles han sido atendidos; no piense que otra persona se va a encargar de ellos.
5. Responda a la gente con quien trata
   - La mayor parte de las personas creen honestamente que tienen razón, aún aquellos que no están de acuerdo con usted.
   - Escuche lo que otros tengan que decir; puede que le den una solución.
   - Considere ofrecer a los oponentes honestos una salida o una oportunidad para "salvar las apariencias".
6. Continúe el esfuerzo inicial
   - Prepare informes del progreso hecho.
   - Celebre conferencias para revisar los resultados.
   - Envíe cartas confirmando acuerdos, haciendo preguntas adicionales y dando las gracias a individuos por su cooperación.

Tomado de: Trabajando con su escuela. Manual de los Comités Consejeros de Texas y de Nuevo México preparado para la Comisión de Derechos Civiles de los Estados Unidos.

HISPANIC PARENTS LEADERSHIP CONFERENCE — MAY 3RD, 1981

Sponsored by the Hunter -C. W. Post Bilingual Education Service Center, in conjunction with
The New York State Education Department, Bureau of Bilingual Education; and the New York City Board of Education, Office of Bilingual Educatio

Materials presented by Alice Cardona, of Hispanic-American Career Education Resources (HACER),
in the workshop entitled "Organizing Parents in Your School"

METAS GOALS	DE ORGANIZACION ORGANIZATIONAL	GRUPOS CONSTITUENCIES	TACTICAS TACTICS	TAREAS TASKS

PROJECT PARENTS: AWARENESS, EDUCATION, INVOLVEMENT PROGRAM

LISTA DE RECURSOS/LIST OF RESOURCES

- United Parents Associations of New York City, Inc.
  95 Madison Avenue
  New York, New York 10016
  685-3563

- Citizens Committee for New York City, Inc.
  3 West 29th Street - 6th Floor
  New York, New York 10001
  578-4747

- New York City Public Schools
  Coordinator of Parent Information
  110 Livingston Street - Room 608
  Brooklyn, New York 11201
  596-8993

- Project Parents: Awareness, Education, Involvement Program
  131 Livingston Street - Room 510
  Brooklyn, New York 11201
  596-8944,5

- Institute for Responsive Education
  704 Commonwealth Avenue
  Boston, Massachusetts 02115

FOLLETOS/PAMPHLETS

- Parents Organizing to Improve Schools (1976)
  (Los padres se organizan para mejorar las escuelas)

- Fund Raising by Parent/Citizen Groups (1976)
  (Recaudación de fondos por grupos de padres y ciudadanos)

Ambos disponibles a traves de:
Both available from:

National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, Maryland 21044

Precio/Price - $2.50 cada uno/each.

CENTER FOR STAFF DEVELOPMENT,
SUPPORTIVE & INSTRUCTIONAL SERVICES
131 Livingston Street
Brooklyn, New York 11201

Angela R. Bazley
Center Director

WORKSHOP EVALUATION FORM

TOPIC: _____ DATE: _____

SITE: _____ TIME: _____

PRESENTER(S): _____

Please take a few moments to evaluate the workshop. This information will be used in planning future workshops. Your comments and suggestions will be greatly appreciated.

Please rate the workshop by checking the appropriate box at the right.

	Excellent	Good	Fair	Poor
1. Clarity of the workshop objectives				
2. Organization of the workshop				
3. Usefulness of the information				
4. Time alloted for questions & clarifications				
5. Achievement of the workshop objectives				
6. Overall effectiveness of presentation				

I would recommend this type of workshop to: ___ Paraprofessionals, ___ Teachers, ___ Supervisors, ___ Parents, ___ Community Persons.

I wish the workshop had offered more _____

_____

Additional comments and/or suggestions for future workshop topics _____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION!

REFERENCES

Bronfenbrenner, U. The Ecology of Development in Childhood.

Dolan, L. "The Affective Consequences of Home Support, Instructional Quality, and Achievement," Urban Education 1978, 13, pp 323-342.

Kifer, E. "Environmental Stimulation and Intellectual Development of Mexico-American Children: An Exploratory Study" Dissertation Abstracts, 1977, p. 2032.

Martinez, P.E. and Cárdenas, M. The Home Environment As A Predictor of Academic Achievement Among Bilingual -- Bicultural Students, Unpublished paper (Submitted to the Journal of the National Association for Bilingual Education).

Ochoa, A. LAU Center Manual IV, Recommendations and Framework for Developing a Comprehensive Educational Master Plan to Comply with Title VII of the Civil Rights Act, 1964.